

Indiana Department of Education
2011 Fine Arts Textbook Adoption Scoring Rubric

MIDDLE LEVEL VISUAL ART GRADE 8

Middle Level Visual Art Grade 8 is based on the Indiana Standards for Visual Art. Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options and identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community.

Middle Level Visual Art Grade 8 Checklist

Standard 1 – Understand art in relation to history and past and contemporary culture

Students analyze relationships between artwork and the cultures of origin, examining the changing function of art. They identify artists' use of personal experiences in work and discover connections between art and other life experiences. They explore ways to support the arts and utilize resources within their own community.

- ___ 8.1.1 Identify and analyze where, when, why, and by whom a work was made and the relationship of a work of art to the historical, environmental, technological, and social contexts of the culture in which it was created.
- ___ 8.1.2 Analyze how the function of art in our society has changed over time.
- ___ 8.1.3 Identify ways in which artists from culturally diverse backgrounds have used personal iconography and life experiences in their artwork.
- ___ 8.1.4 Research the skills of art-related careers, educational requirements, and explore potential interests.
- ___ 8.1.5 Analyze ways experiences in the arts connect to other life experiences.
- ___ 8.1.6 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.
- ___ 8.1.7 Discuss how artists, artwork, and art institutions can impact local and national economies.
- ___ 8.1.8 Identify ways one can become actively involved in supporting the arts locally and nationally.

Standard 2 – Recognize significant works of art and the chronological development of art movements and historical periods

Students compare works of non-Western and Western art, identifying artists, cultures, styles, and historical aspects. They identify stylistic features of particular cultures and relate artworks to corresponding historical time periods and events.

- ___ 8.2.1 Compare a range of works from Western and non-Western cultures identifying culture, style, and other aspects from the historical context of the work.

- ___ 8.2.2 Identify common stylistic features from art of one culture or time period.
- ___ 8.2.3 Understand the relationship of chronology to the development of styles throughout art history and match works to approximate time periods or events in history.

Standard 3 – Describe, analyze, and interpret works of art and artifacts

Students apply properties in works of art to adopt and defend a critical stance. They share peer perspectives in constructing meaning and developing well-supported interpretations.

- ___ 8.3.1 Adopt and defend a critical stance on artists' use of sensory, formal, technical, and expressive properties through discussion and/or writing, utilizing appropriate vocabulary.
- ___ 8.3.2 Construct meaning and develop well-supported interpretations in works utilizing dialogue and shared peer perspectives, properties found in the work, and research-based background information.

Standard 4 – Theorize about art and make informed judgments

Students identify various philosophies in artists' works. They present logical defenses of their personal preferences, form persuasive arguments based on properties and historical context of works, and consider critiques by critics and aestheticians.

- ___ 8.4.1 Understand that artists have different philosophies when creating art, and identify and discriminate between works made from different philosophies.
- ___ 8.4.2 Present logical defense of personal viewpoints or preferences in art.
- ___ 8.4.3 Apply criteria based on properties found in a work and research of its historical context to form persuasive arguments.
- ___ 8.4.4 Identify the role of the aesthetician.
- ___ 8.4.5 Read and reflect upon critical and theoretical writings about art by critics and aestheticians.

Standard 5 – Reflect on and discuss the nature of art, aesthetic experience, and aesthetic issues concerning the meaning and significance of art

Students discuss the role of aesthetic experience and its personal significance. They identify problems or puzzles in works and hypothesize solutions, and they analyze various positions on the nature of art and aesthetic issues.

- ___ 8.5.1 Discuss the role of aesthetic experience in life and reflect on its personal significance.
- ___ 8.5.2 Demonstrate thoughtful reflection, identify problems or puzzles in art, form hypotheses, and judge the adequacy of alternative hypotheses.
- ___ 8.5.3 Analyze and defend positions on the nature of art and aesthetic issues such as forgery, censorship, beauty, and definitions of art.

Standard 6 – Develop a range of subject matter, symbols, and ideas for artwork and utilize skills of critique, reflection, and revision

Students create artwork using expanded subject matter, media and techniques, and insightful observation. They evidence knowledge of contexts, values, and aesthetics when utilizing themes, symbols, and metaphors to communicate meaning. Students establish criteria for determining excellence in revising and refining artwork

through self and peer critique, and they demonstrate mutual respect.

- ___ 8.6.1 Create works of art based on insightful observation from real life and personal experience.
- ___ 8.6.2 Demonstrate ability to utilize personal interests, current events, experiences, imagery, media, or methods as sources for expanding personal artwork.
- ___ 8.6.3 Utilize themes, symbols, and metaphors that demonstrate knowledge of contexts, values, and aesthetics to communicate intended meaning in work.
- ___ 8.6.4 Revise and refine artwork through reflection, analysis, synthesis, peer critique, and self-evaluation.
- ___ 8.6.5 Examine and establish criteria for judging excellence in work and utilize in the revision and refinement process.
- ___ 8.6.6 Demonstrate respect for personal work and the work of others.

Standard 7 – Understand and apply elements and principles of design in personal works of art, utilizing a variety of media, tools, and processes

Students apply the elements and principles and distinguish varied lines, shapes, textures, colors, and space, and the use of balance, proportion, rhythm, variety, repetition, and movement in works of art. They utilize visual characteristics of given media and employ appropriate media and processes in artwork, demonstrating safe and proper use of materials.

- ___ 8.7.1 Apply elements (line, shape, form, texture, color, value, and space) and principles (repetition, variety, rhythm, proportion, movement, balance, emphasis, and unity) in work to effectively communicate ideas.
- ___ 8.7.2 Identify and discriminate between types of lines (characteristics, quality), shape (geometric and organic), textures (tactile and visual), colors (primary, secondary, warm, cool, complementary, intermediates, neutrals, tints, tones, shades, and values), and space (background, middle ground, foreground, placement, one, two, and three-point perspective, overlap, negative, converging lines, positive, size, color), and the use of balance (symmetrical, asymmetrical, radial), proportion, rhythm, variety, repetition, and movement in own work and the works of others.
- ___ 8.7.3 Selectively utilize the physical characteristics and expressive features of a given medium to enhance meaning in artwork.
- ___ 8.7.4 Demonstrate appropriate use of various media, techniques, and processes to communicate themes and ideas in artwork.
- ___ 8.7.5 Demonstrate safe and proper use, care, and storage of media, materials, and equipment.

Standard 8 – Experience the integrative nature of visual arts, other arts disciplines, and disciplines outside the arts, and understand the arts as a critical component of learning and comprehension in all subject areas

Students demonstrate use of higher level cognitive skills and processes in the arts and other disciplines. They cultivate opportunities for aesthetic experience, exploring creative processes and innovation through synthesis of content and concepts in creation of artwork, cross-disciplinary projects, and performances that demonstrate in-

depth knowledge and integration of processes, technology, and sign systems from multiple subject areas.

- ___ 8.8.1 Analyze similarities between the use of skills and processes in art (problem solving, critical thinking, perceptual skills) and other subject areas, and analyze how integration of disciplines enhances learning.
- ___ 8.8.2 Create artwork incorporating processes, skills, technology, or sign systems of multiple disciplines that communicates in-depth knowledge gained through integrated study.
- ___ 8.8.3 Use multiple art forms to nurture aesthetic experience and create cross-disciplinary works or performances.
- ___ 8.8.4 Explore creative processes and innovation, synthesizing content and concepts of the arts and other disciplines and reflect upon the impact of the experience through writing or discussion.